

# Geography Overview

Year 1						
	Autumn		Spring		Summer	
<b>Topic</b>	<b><u>What's it like here?</u></b>		<b><u>What is the weather like in the UK?</u></b>		<b><u>What is it like to live in Shanghai?</u></b>	
<b>Prior learning/ Links</b>	Exploring maps – Year Reception		What's it like here? – Year 1		What is the weather like in the UK? -Year 1	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>○ land</li> <li>○ map</li> <li>○ sea</li> <li>○ town</li> <li>○ survey</li> <li>○ aerial photograph</li> </ul>	<ul style="list-style-type: none"> <li>○ aerial view</li> <li>○ questionnaire</li> <li>○ city</li> <li>○ country</li> <li>○ globe</li> <li>○ key</li> </ul>	<ul style="list-style-type: none"> <li>○ location</li> <li>○ north, south, east, west</li> <li>○ rain gauge</li> <li>○ season</li> <li>○ temperature</li> <li>○ thermometer</li> <li>○ weather</li> </ul>	<ul style="list-style-type: none"> <li>○ atlas</li> <li>○ climate</li> <li>○ compass</li> <li>○ continent</li> <li>○ weather</li> </ul>	<ul style="list-style-type: none"> <li>○ different</li> <li>○ directional language e.g. near, far, next to, behind, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ human feature</li> <li>○ physical feature</li> <li>○ similar</li> <li>○ symbol</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>• Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</li> <li>• Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Name and locate the four countries on a map of the UK.</li> <li>• Identify the country they live in.</li> <li>• Identify the four seasons.</li> <li>• Describe some seasonal changes.</li> <li>• Identify the four compass directions - Use the compass directions to describe the location of features.</li> </ul>		<ul style="list-style-type: none"> <li>• Give examples of human and physical features.</li> <li>• Identify features they see on a walk.</li> <li>• Explain the location of features using some directional language.</li> <li>• Use an aerial photograph to locate physical and human features.</li> <li>• Draw simple pictures or symbols on a sketch map.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Recognise four features in the school grounds using a map.</li> <li>• Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</li> <li>• Draw a design to improve three areas of the playground using the results from the survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe daily weather patterns.</li> <li>• Begin to locate the four capital cities of the UK.</li> <li>• Explain what the weather is like during each season in the UK - Suggest appropriate clothing and activities for each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw compass points.</li> <li>• Name the continent they live in.</li> <li>• Use an atlas to locate the UK and China on a world map.</li> <li>• Use an atlas to locate Europe and Asia on a world map.</li> <li>• Identify China's/Shanghai physical and human geography.</li> <li>• Sort physical and human features using photographs and identify similarities and differences</li> <li>• Compare Shanghai to their locality.</li> </ul>
<p><b>Enrichment ideas, suggestions (EDI) &amp; cross-curricular links</b></p>	<ul style="list-style-type: none"> <li>• Organize a walk around the local area.</li> <li>• Visit local landmarks – churches, mosque, shopping centre, parks, forests</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a weather diary for a week.</li> <li>• Weather Station Creation</li> <li>• Create weather-related art projects, such as drawing or painting different weather conditions (sunny, rainy, cloudy, snowy)</li> <li>• Organize a weather role-play where students act out being different weather reporters, explaining daily weather conditions and forecasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Host a cultural day where students learn about Shanghai – taste food – dress in the traditional clothing – listen to music</li> <li>• Use virtual reality (VR) or interactive online tours to explore famous landmarks in Shanghai, such as The Bund, Oriental Pearl Tower, and Yu Garden</li> <li>• Study traditional Chinese art and architecture, and create art projects inspired by Shanghai's landmarks.</li> </ul>
<p><b>Questions for assessment</b></p>	<ol style="list-style-type: none"> <li>1. <b>Where in the world are we?</b></li> <li>2. <b>What can we see in our classroom?</b></li> <li>3. <b>What can we find in our school grounds?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Where is the UK?</b></li> <li>2. <b>What are the four seasons?</b></li> <li>3. <b>What are the compass directions?</b></li> <li>4. <b>What is the weather like today?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What can we see in our local area?</b></li> <li>2. <b>Can we map our local area?</b></li> <li>3. <b>Where in the world is China?</b></li> <li>4. <b>What can you see in China?</b></li> </ol>

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	<ol style="list-style-type: none"> <li>4. What are the different places in our school?</li> <li>5. How do you feel about our playground?</li> <li>6. Can we make our own playground even better?</li> </ol>	<ol style="list-style-type: none"> <li>5. Is the weather the same everywhere in the UK?</li> <li>6. How do people prepare for the weather?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is Shanghai like?</li> <li>6. How is Shanghai different from our local area?</li> </ol>
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Year 2						
	Autumn		Spring		Summer	
<b>Topic</b>	<u>Would you prefer to live in a hot or cold place?</u>		<u>Why is our world wonderful?</u>		<u>What is it like to live by the coast?</u>	
<b>Prior learning/ Links</b>	What is the weather like in the UK? Year 1		Would you prefer to live in a hot or cold place? Year 2		Why is our world wonderful? Year 2	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>○ ocean/sea</li> <li>○ polar</li> <li>○ rainforest</li> <li>○ tropical</li> <li>○ urban/rural</li> <li>○ vegetation</li> <li>○ weather</li> </ul>	<ul style="list-style-type: none"> <li>○ desert</li> <li>○ Equator</li> <li>○ globe</li> <li>○ grasslands</li> <li>○ ice sheet</li> </ul>	<ul style="list-style-type: none"> <li>○ capital city</li> <li>○ country</li> <li>○ data collection</li> <li>○ fieldwork</li> <li>○ lake</li> </ul>	<ul style="list-style-type: none"> <li>○ landmark</li> <li>○ OS map</li> <li>○ river</li> <li>○ scale</li> <li>○ symbol</li> <li>○ tally chart</li> </ul>	<ul style="list-style-type: none"> <li>○ bay</li> <li>○ city</li> <li>○ cliff</li> <li>○ coast</li> <li>○ island</li> <li>○ harbour</li> <li>○ mudflat</li> </ul>	<ul style="list-style-type: none"> <li>○ pictogram</li> <li>○ pier</li> <li>○ sand dunes</li> <li>○ town</li> <li>○ village</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>• Name and locate the seven continents on a world map.</li> <li>• Locate the North and the South Poles on a world map.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and locate characteristics of the UK on a map.</li> </ul>		<ul style="list-style-type: none"> <li>• Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>• Label these on a map of the UK.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Locate the Equator on a world map.</li> <li>• Describe some similarities and differences between the UK and Kenya.</li> <li>• Investigate the weather explaining whether they live in a hot or cold place.</li> <li>• Recognise the features of hot and cold places.</li> <li>• Locate some countries with hot or cold climates on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate human and physical features on a world map.</li> <li>• Explain the difference between oceans and seas.</li> <li>• Name and locate the five oceans on a world map.</li> <li>• Use an aerial photograph to draw a simple sketch map.</li> <li>• Collect data by sketching findings on a map and completing a tally chart - Present their findings in a bar chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>• Define what the coast is.</li> <li>• Locate coasts in the UK.</li> <li>• Name some of the physical features of coasts and label these on a photograph.</li> <li>• Explain the location of UK coasts using the four compass directions.</li> <li>• Identify human features in a coastal town.</li> <li>• Describe how people use the coast.</li> <li>• Follow a prepared route on a map.</li> <li>• Identify human features on the local coast.</li> <li>• Record data using a tally chart - Represent data in a pictogram.</li> <li>• Describe how the local coast has been used.</li> </ul>
<p><b>Enrichment ideas, suggestions (EDI) &amp; cross-curricular links</b></p>	<ul style="list-style-type: none"> <li>• Climate Comparison Charts - Activity: Create comparison charts that show the different characteristics of hot and cold climates, including temperature, clothing, food, and daily activities.</li> <li>• Organize a dress-up day where students come to school dressed for either a hot or cold climate. They can explain why they chose</li> </ul>	<ul style="list-style-type: none"> <li>• Organize a nature walk and scavenger hunt in a local park or natural area. Students can collect items (leaves, rocks, etc.) and observe different plants and animals.</li> <li>• Host a cultural festival where students learn about different cultures through food, music, dance, and traditional clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a simulated beach in the classroom or outdoor area with sand, shells, and water features. Include activities like building sandcastles, collecting shells, and playing beach games.</li> <li>• Use virtual reality (VR) or interactive online tours to explore different coastal regions around the world,</li> </ul>

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	<p>their outfit and how it's suitable for the climate.</p>	<p>Each student can present about a different country.</p> <ul style="list-style-type: none"> <li>• Show age-appropriate wildlife documentaries (e.g., Planet Earth, Blue Planet) that highlight the diversity of life on Earth.</li> <li>• Create art projects inspired by different parts of the world, such as African masks, Australian Aboriginal dot paintings, or Japanese origami.</li> </ul>	<p>focusing on landscapes, wildlife, and human activities.</p> <ul style="list-style-type: none"> <li>• Create artwork inspired by coastal scenes, such as watercolor paintings of the ocean, collages of beach scenes, or clay models of sea creatures.</li> <li>• Arrange a virtual or in-person interview with a local fisherman or someone who lives by the coast. Students can prepare and ask questions about their daily life, work, and experiences living by the sea.</li> </ul>
<p><b>Questions for assessment</b></p>	<ol style="list-style-type: none"> <li>1. Where are the continents?</li> <li>2. Where are the coldest places on earth?</li> <li>3. Where is the equator?</li> <li>4. What is life like in a hot place?</li> <li>5. Do we live in a hot or cold place?</li> <li>6. Would you prefer to live in a hot or cold place?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are some of the UK's amazing features and landmarks?</li> <li>2. Where are some of the world's most amazing places?</li> <li>3. Where are our oceans?</li> <li>4. What is amazing about our local area?</li> <li>5. Why are natural habitats special?</li> <li>6. How can we look after natural habitats?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are the seas and oceans surrounding the UK?</li> <li>2. What is the coast?</li> <li>3. What are the features of the Jurassic Coast?</li> <li>4. How do people use Weymouth?</li> <li>5. How do people use our local coast? (Data collection)</li> <li>6. How do people use our local coast? (Findings)</li> </ol>

Year 3			
	Autumn	Spring	Summer
Topic	<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>

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<b>Prior learning/ Links</b>	Why is our world wonderful? - Year 2		Would you prefer to live in a hot or cold place? - Year 2		What is it like to live by the coast? Year 2	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>○ Mountain</li> <li>○ Volcano</li> <li>○ Earthquake</li> <li>○ Shield/composite volcano</li> <li>○ Igneous/sedimentary/metamorphic rock</li> <li>○ inner core/outer core/crust/mantle</li> </ul>	<ul style="list-style-type: none"> <li>○ Active/dormant/extinct volcano</li> <li>○ epicentre</li> <li>○ fault line</li> <li>○ tectonic plate</li> <li>○ magma</li> <li>○ plate boundary</li> </ul>	<ul style="list-style-type: none"> <li>○ climate zone</li> <li>○ compass points</li> <li>○ direction</li> <li>○ drifting ice</li> <li>○ hemisphere</li> <li>○ ice sheet</li> </ul>	<ul style="list-style-type: none"> <li>○ ice shelf</li> <li>○ iceberg</li> <li>○ lines of latitude</li> <li>○ lines of longitude</li> <li>○ treaty</li> </ul>	<ul style="list-style-type: none"> <li>○ facilities</li> <li>○ land use</li> <li>○ legend</li> <li>○ linear/dispersed</li> <li>○ local</li> <li>○ recreational land/residential land</li> </ul>	<ul style="list-style-type: none"> <li>○ agricultural land/commercial land</li> <li>○ country border</li> <li>○ region</li> <li>○ settlement</li> <li>○ transportation</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>• Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>• Explain one or more ways a mountain can be formed - Give an example of a mountain range and its continent.</li> <li>• Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>• Correctly label the features of shield and composite volcanoes and explain how they form.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe what lines of latitude and longitude are, giving an example.</li> <li>• Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>• Define what climate zones are.</li> <li>• Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>• Describe Antarctica's location - State that tourism and research</li> </ul>		<ul style="list-style-type: none"> <li>• Locate some cities in the UK.</li> <li>• Describe the difference between villages, towns and cities.</li> <li>• Identify features on an OS map using the legend.</li> <li>• Describe the different types of land use.</li> <li>• Follow a route on an OS map.</li> <li>• Discuss reasons for the location of human and physical features.</li> <li>• Locate some geographical regions in the UK.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Name three ways in which volcanoes can be classified.</li> <li>• Describe how volcanoes form at tectonic plate boundaries.</li> <li>• Explain a mix of negative and positive consequences of living near a volcano - State whether they would/would not want to live near a volcano.</li> <li>• State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>• Explain that earthquakes happen along plate boundaries - List some negative effects that an earthquake can have on a community.</li> <li>• Identify rock types and their origins based on collected data - Observe, digitally record and map different rocks using a symbol on a map.</li> </ul>	<p>are the two main reasons people visit Antarctica.</p> <ul style="list-style-type: none"> <li>• Describe equipment researchers might use and clothes they wear.</li> <li>• List some of the research carried out in Antarctica.</li> <li>• State the outcome of Shackleton's expedition.</li> <li>• Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>• Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>• Confidently use the zoom function on a digital map.</li> <li>• Begin to recall the eight points of a compass, following at least four of them.</li> <li>• Recognise and describe features on their school grounds from an aerial map.</li> <li>• Draw a map of the route they take on an expedition - State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and begin to offer explanations about changes to features in the local area.</li> <li>• Describe the location of New Delhi.</li> <li>• Identify some human and physical features in New Delhi.</li> <li>• State some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>
<p>Enrichment ideas, suggestions (EDI)</p>	<p>...</p>	<p>...</p>	<p>...</p>

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<p><b>&amp; cross-curricular links</b></p>			
<p><b>Questions for assessment</b></p>	<ol style="list-style-type: none"> <li>1. How is the Earth constructed?</li> <li>2. Where are mountains found?</li> <li>3. Why and where do we get volcanoes?</li> <li>4. What are the effects of a volcanic eruption?</li> <li>5. What are earthquakes and where do we get them?</li> <li>6. Where have the rocks around school come from?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is climate?</li> <li>2. Where is Antarctica?</li> <li>3. Who lives in Antarctica?</li> <li>4. Who was Shackleton?</li> <li>5. Can we plan an expedition around school?</li> <li>6. How did our expedition go?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a settlement?</li> <li>2. How is land used in my local area?</li> <li>3. Can I explain the location of features in my local area?</li> <li>4. How has my local area changed over time?</li> <li>5. How is land used in New Delhi?</li> <li>6. How does land use in New Delhi compare with my local area?</li> </ol>

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Year 4			
	Autumn	Spring	Summer
<b>Topic</b>	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
<b>Prior learning/ Links</b>	Why is our world wonderful? Year 2	Are all settlements the same? Year 3	What is it like to live by the coast? Year 2
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Tropic of Capricorn</li> <li>• Tropic of Cancer</li> <li>• understorey layer</li> <li>• vegetation</li> <li>• biome</li> <li>• canopy layer</li> </ul>	<ul style="list-style-type: none"> <li>○ deforestation</li> <li>○ emergent layer</li> <li>○ forest floor</li> <li>○ global warming</li> <li>○ greenhouse gas</li> <li>○ indigenous peoples</li> </ul>	<ul style="list-style-type: none"> <li>○ import/export</li> <li>○ seasonal food</li> <li>○ source</li> <li>○ sustainability</li> <li>○ trade</li> <li>○ air freight</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>• Describe a biome and give an example.</li> <li>• State the location and some key features of the Amazon rainforest.</li> <li>• Name and describe the four layers of tropical rainforests.</li> <li>• Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>• Define the word indigenous and give an example of how</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that different foods grow in different biomes and say why.</li> <li>• Explain which food has the most significant negative impact on the environment.</li> <li>• Consider a change people can make to reduce the negative impact of food production.</li> <li>• Describe the intentions around trading responsibly.</li> <li>• Explain that food imports can be both helpful and harmful.</li> </ul>	<ul style="list-style-type: none"> <li>○ precipitation</li> <li>○ river mouth</li> <li>○ source</li> <li>○ transpiration</li> <li>○ tributary</li> <li>○ valley</li> </ul>
		<ul style="list-style-type: none"> <li>○ consume</li> <li>○ distribution</li> <li>○ fertiliser</li> <li>○ food bank</li> <li>○ food miles</li> <li>○ carbon footprint</li> </ul>	<ul style="list-style-type: none"> <li>○ condensation</li> <li>○ evaporation</li> <li>○ flooding</li> <li>○ meander</li> <li>○ water cycle</li> <li>○ floodplain</li> </ul>

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	<p>indigenous peoples use the Amazon's resources.</p> <ul style="list-style-type: none"> <li>Name one way in which the Amazon is changing.</li> <li>Articulate why the Amazon rainforest is important.</li> <li>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the journey of a cocoa bean.</li> <li>Locate countries on a blank world map using an atlas.</li> <li>Use a scale bar correctly to measure approximate distances.</li> <li>Collect data through an interview process.</li> <li>Analyse interview responses to answer an enquiry question.</li> <li>Discuss any trends in data collected.</li> </ul>	<ul style="list-style-type: none"> <li>Describe human and physical features around a river.</li> <li>Identify the location of a river on an OS map.</li> <li>Make a judgement on the environmental quality in a river environment.</li> <li>Make suggestions on how a river environment could be improved.</li> </ul>
<p><b>Enrichment ideas, suggestions (EDI) &amp; cross-curricular links</b></p>	<p>...</p>	<p>...</p>	<p><b>Veolia Water – free river visits for chn</b></p>
<p><b>Questions for assessment</b></p>	<ol style="list-style-type: none"> <li>Where in the world are tropical rainforests?</li> <li>What is the Amazon rainforest like?</li> <li>Who lives in the rainforest?</li> <li>How are rainforests changing?</li> <li>How is our local woodland used?: Data collection</li> <li>How is our local woodland used?: Findings</li> </ol>	<ol style="list-style-type: none"> <li>How can our food choices impact the environment?</li> <li>What does it mean to trade responsibly?</li> <li>How do we get our chocolate?</li> <li>Where does our food come from?</li> <li>Are our school dinners locally sourced?</li> </ol>	<ol style="list-style-type: none"> <li>What is the water cycle?</li> <li>How is a river formed?</li> <li>Where can we find rivers?</li> <li>How are rivers used?</li> <li>What can we find out about our local river?</li> <li>What features does our local river have?</li> </ol>

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		6. Is it better to buy local or imported food?	
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Year 5						
	Autumn		Spring	Summer		
<b>Topic</b>	<b>What is lifelike in the Alps?</b>		<b>Why do oceans matter?</b>	<b>Would you like to live in the desert?</b>		
<b>Prior learning/ Links</b>	Why do people live near volcanoes? Year 3		What are rivers and how are they used? – Year 4	What is lifelike in the Alps? - Year 5		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>○ hemisphere</li> <li>○ land height</li> <li>○ latitude/longitude</li> <li>○ mountain climate</li> <li>○ mountain range</li> <li>○ sea level</li> <li>○ temperate forest</li> </ul>	<ul style="list-style-type: none"> <li>○ coniferous trees/deciduous trees</li> <li>○ fold mountain</li> <li>○ glacier</li> <li>○ tourism/tourist</li> <li>○ vegetation</li> </ul>	<ul style="list-style-type: none"> <li>○ habitat</li> <li>○ marine</li> <li>○ microplastics</li> <li>○ natural disaster</li> <li>○ ocean current</li> <li>○ renewable energy</li> <li>○ species</li> </ul>	<ul style="list-style-type: none"> <li>○ atmosphere</li> <li>○ biodegradable</li> <li>○ coral bleaching</li> <li>○ coral reef</li> <li>○ decompose</li> <li>○ ecosystem</li> <li>○ erosion</li> </ul>	<ul style="list-style-type: none"> <li>○ sand dune</li> <li>○ sparse</li> <li>○ time zone</li> <li>○ agriculture</li> <li>○ airstrip</li> <li>○ arid</li> </ul>	<ul style="list-style-type: none"> <li>○ barren</li> <li>○ biome</li> <li>○ desertification</li> <li>○ drought</li> <li>○ flash flood</li> <li>○ nature reserve</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>• Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>• Locate three physical and three human characteristics in the Alps.</li> <li>• Research and describe the physical and human features of Innsbruck.</li> <li>• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the water cycle.</li> <li>• Describe how the ocean is used for human activity.</li> <li>• Explain how the ocean helps to regulate the Earth’s climate and temperature.</li> <li>• Identify the Great Barrier Reef as part of Australia.</li> <li>• Describe the benefits of the Great Barrier reef.</li> <li>• Describe how humans impact the oceans and the consequences of this.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the lines of latitude where hot desert biomes are located.</li> <li>• Describe the characteristics of a hot desert biome.</li> <li>• Locate the largest deserts in each continent.</li> <li>• Describe ways the Mojave Desert is used.</li> <li>• Name and describe the physical features found in a desert.</li> <li>• Identify how humans use the desert.</li> </ul>		

# Geography Overview



	<ul style="list-style-type: none"> <li>• Compare the human and physical geography of their local area and Innsbruck.</li> <li>• Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some actions that can be taken to help support healthy oceans.</li> <li>• Explain which data collection method would be best for marine fieldwork and why.</li> <li>• Collect data using a tally chart, photographs and a sketch map.</li> <li>• Safely navigate the fieldwork environment.</li> <li>• Make suggestions for how to improve a marine environment.</li> <li>• Present data using a tally chart and pie chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>• Recognise that the Mojave Desert has a different time zone to the UK.</li> <li>• Describe some of the threats to deserts.</li> <li>• Give the benefits and drawbacks of living in a desert environment.</li> <li>• Identify characteristics of two contrasting biomes and compare land use.</li> <li>• Discussing if a desert environment is hospitable and why</li> </ul>
<b>Enrichment ideas, suggestions (EDI) &amp; cross-curricular links</b>	...	...	...
<b>Questions for assessment</b>	<ol style="list-style-type: none"> <li>1. Where are the Alps?</li> <li>2. What is it like in the Alps?</li> <li>3. Why do people visit the Alps?</li> <li>4. What is there to do in our local area?</li> <li>5. How are the Alps different from our local area?</li> <li>6. What is lifelike in the Alps?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do we use our oceans?</li> <li>2. What is the Great Barrier Reef?</li> <li>3. Why are our oceans suffering?</li> <li>4. What can we do to help our oceans?</li> <li>5. How littered is our marine environment? – Data collection</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a hot desert biome?</li> <li>2. Where are deserts located?</li> <li>3. What physical features are found in a desert?</li> <li>4. How can people use deserts?</li> <li>5. What are the threats to deserts?</li> </ol>

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		6. How littered is our marine environment? – Findings	6. Would you like to live in the desert?
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Year 6						
	Autumn		Spring		Summer	
<u>Topic</u>	Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
Prior learning/ Links	Are all settlements the same? - Year 3		Why are rainforests important to us? - Year 4		Why do oceans matter? – Year 5	
Vocabulary	<ul style="list-style-type: none"> <li>• migration</li> <li>• natural increase</li> <li>• population density</li> <li>• population distribution</li> <li>• pull factors/push factors</li> </ul>	<ul style="list-style-type: none"> <li>○ birth rate/death rate</li> <li>○ cartogram</li> <li>○ Likert scale</li> <li>○ refugee</li> <li>○ Region</li> <li>○ sparsely populated</li> </ul>	<ul style="list-style-type: none"> <li>• non-renewable/renewable</li> <li>• nuclear power</li> <li>• producer</li> <li>• regenerate</li> <li>• solar power</li> <li>• wind power</li> </ul>	<ul style="list-style-type: none"> <li>○ biofuel</li> <li>○ consumption</li> <li>○ crude oil</li> <li>○ emissions</li> <li>○ energy source</li> <li>○ hydropower</li> <li>○ natural gas</li> </ul>	<ul style="list-style-type: none"> <li>• issue</li> <li>• justify</li> <li>• plot</li> <li>• presenting</li> <li>• process</li> <li>• subjective</li> <li>• viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>○ analyse</li> <li>○ data collection methods</li> <li>○ enquiry</li> <li>○ region</li> <li>○ risk</li> <li>○ route</li> </ul>
End points	<ul style="list-style-type: none"> <li>• Identify the most densely and sparsely populated areas.</li> <li>• Describe the increase in global population over time.</li> <li>• Begin to describe what might influence the environments people live in.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the significance of energy.</li> <li>• Give examples of sources of energy and their trading routes.</li> <li>• Define renewable and non-renewable energy.</li> <li>• Discuss the benefits and drawbacks of different energy sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Give examples of issues in the local area.</li> <li>• Identify questions to be asked to find the relevant data.</li> <li>• Justify which data collection method is most suitable.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Define birth and death rates, suggesting what may influence them.</li> <li>• Define migration, discussing push and pull factors.</li> <li>• Explain why some people have no choice but to leave their homes.</li> <li>• Describe the causes of climate change, explaining its impact on the global population.</li> <li>• Suggest an action they can take to fight climate change.</li> <li>• Calculate the length of a route to scale.</li> <li>• Follow a selected route on an OS map.</li> <li>• Use a variety of data collection methods, including using a Likert scale.</li> <li>• Collect information from a member of the public.</li> <li>• Create a digital map to plot and compare data collected from two locations.</li> <li>• Suggest an idea to improve the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the significance of the Prime Meridian.</li> <li>• Identify human features on a digital map.</li> <li>• Discuss how transport links have changed over time.</li> <li>• Locate UK cities on a map.</li> <li>• Use six-figure grid references to identify features on an OS map.</li> <li>• Consider and justify the location of energy sources.</li> <li>• Design and use interview questions.</li> <li>• Plot points on a sketch map.</li> </ul>	<ul style="list-style-type: none"> <li>• Design an accurate data collection template.</li> <li>• Identify areas along a route that are best for data collection.</li> <li>• Discuss how to mediate potential risks.</li> <li>• Collect data at points located on an OS map.</li> <li>• Manage risks during a fieldwork trip.</li> <li>• Identify any outcomes from data collected.</li> <li>• Map data digitally.</li> <li>• Describe the enquiry process.</li> </ul>
<p><b>Enrichment ideas, suggestions (EDI) &amp; cross-curricular links</b></p>	<p>...</p>	<p>...</p>	<p>...</p>

# Geography Overview



<b>Questions for assessment</b>	<ol style="list-style-type: none"><li>1. How is the global population changing?</li><li>2. What are birth and death rates?</li><li>3. Why do people migrate?</li><li>4. How is climate change impacting the population?</li><li>5. How is population impacting our environment?: Data collection</li><li>6. How is population impacting our environment?: Findings</li></ol>	<ol style="list-style-type: none"><li>1. Why is energy important?</li><li>2. What is renewable energy?</li><li>3. How does the United States generate energy?</li><li>4. How does the United Kingdom generate energy?</li><li>5. What is the best way to generate energy?</li><li>6. Where is the best place for a solar panel on the school grounds?</li></ol>	<ol style="list-style-type: none"><li>1. Developing an enquiry question</li><li>2. Creating data collection methods</li><li>3. Mapping a route</li><li>4. Collecting the data</li><li>5. Analysing the data</li><li>6. Presenting the data</li></ol>
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